

CJT 631: Survey of Interpersonal Communication Spring 2012

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Course Description:

This graduate proseminar provides an intensive examination of topic areas, theories, and current developments in the area of interpersonal communication.

Course Goals:

- To provide a broad overview of the history and current trends and topics within IPC.
- To examine fundamental units of study within IPC.
- To examine fundamental processes of IPC (e.g., influence, conflict management).
- To facilitate continued development of scholarly abilities (e.g., critical thinking, writing, intellectual curiosity).

Required Readings:

APA Manual 6th edition.

Knapp, J.A., & Daly, J.A. (Eds.) (2011). *Handbook of interpersonal communication* (4th ed).
Beverly Hills, CA: Sage.

Supplemental Research PDFs (posted on Bb, see citations on p. 7)

Supplemental articles selected by Skype Scholar (See p. 6 for description of Skype Scholars and p. 8 for readings)

Expectations and Policies

Attendance

It is truly in your best interest to attend every class. Given the limited number of days that we have to meet (only 16), there should be NO unexcused absences. You should be on time and stay for the entire time during each class period. You may have 2 excused absences. If you choose to use these absences you should give advanced notice.

Participation

You are expected to read all of the assigned readings prior to coming to class. Class discussions will extend the information covered in the assigned readings. You are responsible for knowing this information to the extent that you are able to fully discuss it. You will engage fully in every discussion demonstrating knowledge and critical thought about readings, lecture materials, and asking thought provoking questions. Your participation in the classroom is valued and benefits the entire classroom.

Written Work

As graduate students, you are expected to have developed a strong foundation in writing at this point in your academic career. Further, as graduate students, you are expected to demonstrate continued improvement of your writing skills. All papers must follow APA 6th edition. The writing style, mechanics, and content are equally important.

Team Work

You will be working on a research project as a team in this course. This experience should simulate a realistic collaborative research project. As a team, you will be expected to a) self-manage, direct, and motivate, b) negotiate conflict and differences, and c) contribute to the project equally.

Oral Presentations

As graduate students, you are expected to have developed a strong foundation in oral communication skills. Throughout the course, you will have multiple opportunities to demonstrate your oral communication competencies (e.g., classroom discussion, team presentation). Your oral presentations should consider the purpose, topic, audience, and message in order to effectively create shared meaning in a clear and concise manner.

Assignment Submission

All assignments should be submitted via Blackboard Assignments. The assignment should be attached in a word file (.doc or .docx only). You MUST confirm that the assignment was submitted and that it will open through the Blackboard application. Any file that is attached, but unable to be opened, will be treated as if it were not submitted. All assignments will be due by 8 am on the day they are due.

Late/Make Up Work

Late work will NOT be accepted. Any work that is turned in late will receive ZERO points. Work may only be made up if the absence is pre-approved by the instructor (at least 48 hours notice). Due dates will not be arranged around due dates in other courses.

Student Behavior

You are expected to arrive to class on time and stay the entire time. We will maintain an open, yet respectful, and engaged, classroom environment. The respect should extend to those who are in the classroom (e.g., myself, other students) as well as those who are not a typical classroom member (e.g., other professors, guest speakers). A respectful and engaged environment is one where electronic devices are put away and side conversations do not occur. Students who engage in disruptive behavior may be directed to leave the class for the remainder of the class period. See the UKY's Code of Student Conduct for further information on prohibited conduct.

For the purposes of this class, this policy on behavior must also extend to the electronic classroom on Blackboard, or appropriate behaviors otherwise known as netiquette. Your interactions should remain professional and focused on learning without resorting to personal attacks, unsupported claims, or irrelevant conversations.

If you are ever uncomfortable or upset by something that happens in the classroom or on Blackboard, please come see me.

Plagiarism

Part II of Student Rights and Responsibilities (6.3.1; online at <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or another source, including the Internet. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Plagiarism also includes using someone else's work during an oral presentation without properly citing that work in the form of an oral footnote.

Whenever you use outside sources or information, you must carefully acknowledge exactly what, where and how you have employed them. If the words of someone else are used, you must put quotation marks around the passage in question and add an appropriate indication of its origin. Plagiarism also includes making simple changes while leaving the organization, content and phraseology intact. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

Assignments and Evaluation

MINOR ASSIGNMENTS

Note: There are 16 weeks in the semester. You may choose 10 weeks during which to complete a minor assignment. On most of the 10 occasions, you will have the freedom to choose from the following three options. On a few occasions, I will specify which one I would like you to submit. You must do a minimum of two of each; the remaining four are your choice.

- 1. Reaction Papers:** A reaction paper will demonstrate that you have critically read, analyzed, processed, and critiqued ALL of the assigned readings, including those assigned by the skype scholars. In other words, the two page reaction paper should demonstrate your full engagement with the readings. You may be asked to discuss your reaction paper in class as part of your participation expectations. This should be submitted on Blackboard on the day of class by 8 am.
- 2. Translational Blog:** A primary criticism of interpersonal research is that it is shared among academics in journals and at conferences and does not get translated or distributed in a way that actually helps the people we study. I am beginning two blogs (one for instructional communication, and one for interpersonal communication) that will

periodically review a study, or series of studies, and then translate the research into practical advice. I am inviting each of you to be a guest blogger for the interpersonal blog. When choosing this minor assignment, you should write a blog post that summarizes and synthesizes a minimum of 3 research articles and offers theoretical and evidence based advice for interpersonal communication (this can be an area you want to explore, a topic from class, or related to your major project). This should be approximately 2 pages long and appropriate for an online audience. Only those blogs receiving an A will be posted. Include images and/or hyperlinks if you feel it is appropriate to the topic, voice, or advice in the blog. You can see samples, follow, and/or comment on the blog here: <http://effectiverelationships.wordpress.com/> This should be submitted on Blackboard on the day of class by 8 am.

3. **Discussion Questions:** You will write 5-7 discussion questions based on the assigned readings for that day. The discussion questions should show your full engagement with, and critical thinking about, the assigned readings for that day. The questions should be open ended and neutral, pulling from the assigned reading, to create a thought provoking discussion within the classroom. The questions you write may be used in class. This should be submitted on Blackboard on the day of class by 8 am.

MAJOR PROJECT

In this class, you will work with a partner to conceptualize and operationalize your own study in interpersonal communication.

The Partnering Process

As you know, this class is pre-requisite to the Relational Communication course to be taught by Dr. Laura Stafford in Fall 2012. The first step in the partnering process will be determining your likelihood of taking her course. She and I have devised a way to bridge a major research project between our two classes. In other words, if you plan to take her class you will be partnered with someone else who plans to take her class. Second, we will attempt to pair at least one Ph.D. student with the M.A. student(s). This is a successful mentoring model used in other doctoral programs. Finally, we will work to partner based on similar research interests.

Project Options

Dr. Stafford and I have agreed on a minimum “stopping point” for this course. At minimum, you should have submitted an IRB application to Dr. Nancy Harrington, our Assistant Dean of Research, at least once by the end of the semester (after your graded draft has been returned). However, if you are in a particularly ambitious partnership and you can move beyond that, then your group should meet with me early in the semester to negotiate your work and expectations for the purposes of grading in this class. This is highly dependent on the topic and type of study you would like to do.

It is likely that one of three things will happen in this class: 1) You will write a rationale, method section, and get IRB PRIOR to Dr. Stafford’s class where you will begin data

collection, analysis, and writing the discussion during Dr. Stafford's class, 2) you will obtain IRB approval during this course and collect data that will serve as a pilot study for a larger study to be conducted in Dr. Stafford's class, or 3) You will write a rationale, method section, and get IRB approval during this semester, continue working with me on the study, and then begin a new (but possibly related) study in Dr. Stafford's class.

Project Assignments

Partner Topic Area Proposal: You will write a three page, theory driven, topic proposal for a study in interpersonal communication. The topic proposal should briefly introduce the topic area and establish the significance of studying this topic. A minimum of five sources should be included. If this is a study that you plan to continue in Dr. Stafford's class, then this must be approved by both of us. This will be submitted on Blackboard by January 25th at 8 am.

Partner Rationale: Based on your topic proposal and team abstracts, you will submit a 10-12 page prospectus for your study that includes an introduction and literature review. This section should serve as a rationale that reviews the main concepts, theory, and relationship to be studied while logically building to the research questions/hypotheses and building a compelling argument for the completion and importance of your study. This will be submitted by March 7th at 8 am.

Partner Method Proposal: Based on what you have learned from doing a thorough literature review, you will propose a method for studying your topic. The proposed method section should include recruitment procedures, study procedures, a description of the instrumentation/interview protocol to be used (attach the instruments as an appendix), and a data analysis plan. The method section should be 5-6 pages long. This will be submitted on Blackboard by April 4th at 8 am.

Partner IRB Protocol: You will submit a complete IRB application draft with all forms to me. For more information see the ORI website (<http://www.research.uky.edu/ori/>). I will provide feedback on this draft to be incorporated before you may turn the IRB application in to Nancy. This will be submitted on Blackboard by April 18th at 8 am.

Final Presentation: The final presentation should simulate a conference style panel presentation. Your research team will partner with another team. You will name the panel, decide on the different perspectives for the group members to take from your research project, and you will prepare and present for 10-12 minutes per person. At the conclusion of your panel presentation, there will be a question and answer session. I will serve as the "panel chair" and introduce panelists. You should turn in the Program Copy at least one week prior to the beginning of the panel presentations (see sample program copy on Blackboard). ***This panel should be submitted to a regional, national, or international conference*

Point Chart

Assignment	Points	Points Earned
Minor Assignments (blog, reaction paper, or discussion questions)	10 @ 10 points each, 100 points	#1 _____ #2 _____ #3 _____ #4 _____ #5 _____ #6 _____ #7 _____ #8 _____ #9 _____ #10 _____
Topic Proposal	20	
Rationale	100	
Method	100	
Group IRB Protocol	30	
Final Presentation	50	
Total		

SKYPE SCHOLAR SERIES

I have invited ten scholars to Skype with our class for the first 15-20 minutes of certain class meetings. The scholars will range from those who are in the dissertation process to those who are tenured professors. They will discuss a favorite or current research project. You will also read the publication they will talk about, or a related piece in a series of publications (See Skype Scholar Readings on p. 8). This Skype Scholar Series will serve two purposes.

First, as a survey course, this method will increase your exposure to as many areas of interpersonal communication and methods for studying interpersonal communication as possible in a short period of time. Second, this will serve as a networking tool for you to begin making professional communication contacts to enhance your collaboration chances and conference interactions.

Class	Topic	Readings and Assignments	Skype Series
1-11	Introduction	Readings: Handbook: Ch. 1, Frey (2009)	
1-18	Family Relationships	Readings: Afifi & Schrodt (2003), Baxter and Clark (1996), Caughlin (2003)	
1-25	Romantic Relationships	Readings: Handbook Ch. 17, Knobloch & Solomon (2002), Huston (2009) DUE: TOPIC AREA PROPOSAL	Dr. Daniel Mansson, Pennsylvania State - Hazelton
2-1	Skills and Competence	Readings: Handbook Ch. 15, Rubin and Martin (1994)	Dr. Alan Goodboy, Bloomsburg University
2-8	Nonverbal and Language	Readings: Handbook Ch. 7 and 8	Colleen Malachowski, West Virginia University
2-15	Personality and Emotion	Readings: Leary et al. (1998) Handbook Ch. 5 and 9, Simpson, Winterhead, and Chen (2006)	Dr. Andy Merolla, Colorado State University
2-22	Support and Affection	Readings: Burleson (2009), Floyd (1997), Handbook Ch. 10	Dr. Carrie Kennedy-Lightsey, Texas State University – San Marcos
2-29		NO CLASS	
3-7	Social Networks and Friendships	Readings: Handbook Ch. 11, Allan (2006) DUE: RATIONALE	Dr. Robert Sidelinger, Oakland University
3-14		SPRING BREAK – NO CLASS	
3-21	Methods	Readings: Handbook Chapter 2 and 4, Floyd et al., 2009,	Dr. Megan Dillow, West Virginia University
3-28	Methods	Readings: Handbook Chapter 3, Wilson et al., 2008	
4-4	Influence and Power	Readings: Dunbar and Burgoon (2005), Handbook Ch. 12, Cloven & Roloff (1993) DUE: METHOD PROPOSAL	Dr. David Westerman (7 pm), West Virginia University
4-11	Conflict and Hurtful Events	Readings: Bachman & Guerrero (2006), Bevan, 2010, Handbook Ch. 13	Dr. Sean Horan, DePaul University
4-18	CMC and Dissolution	Reading: Tom Tong & Walther (2010), Handbook Ch. 14. Afifi & Hamrick (2006) DUE: IRB DRAFT, PROGRAM COPY	Dr. Andrew Ledbetter (7 pm), Texas Christian University
4-25		FINAL PRESENTATIONS	
5-2		FINAL PRESENTATIONS	
Finals		PARTNERS/INSTRUCTOR MEET	

Additional Course Readings

- Afifi, T. D., & Hamrick, K. (2006). Communication processes that promote risk and resiliency in postdivorce families. In M.A. Fine and J. H. Harvey (Eds.), *Handbook of divorce and relationship dissolution* (pp. 435-456). New York: Taylor & Francis.
- Afifi, T. D., & Schrodt, P. (2003). Uncertainty and the avoidance of the state of one's family in stepfamilies, postdivorce single-parent families, and first-marriage families. *Human Communication Research, 29*, 516-532.
- Allan, G. (2008). Flexibility, friendship, and family. *Personal Relationships, 15*, 1-16.
- Bachman, G. F., & Guerrero, L. K. (2006). Forgiveness, apology, and communicative responses to hurtful events. *Communication Reports, 19*, 45-56.
- Baxter, L. A., & Clark, C. L. (1996). Perceptions of family communication patterns and the enactment of family rituals. *Western Journal of Communication, 60*, 254-268.
- Bevan, J. L. (2010). Serial argument goals and conflict strategies: A comparison between romantic partners and family members. *Communication Reports, 23*, 52-64.
- Burleson, B.R. (2009). Understanding the outcomes of supportive communication: A dual process approach. *Journal of Social and Personal Relationships, 26*, 21-38.
- Caughlin, J. P. (2003). Family communication standards: What counts as excellent family communication and how are such standards associated with family satisfaction? *Human Communication Research, 29*, 5-40.
- Cloven, D. H., & Roloff, M. E. (1993). The chilling effect of aggressive potential on the expression of complaints in intimate relationships. *Communication Monographs, 60*, 199-219.
- Dunbar, N. E., & Burgoon, J. K. (2005). Perceptions of power and interactional dominance in interpersonal relationships. *Journal of Social and Personal Relationships, 22*, 207-233.
- Floyd, K. (1997). Communicating affection in dyadic relationships: An assessment of behavior and expectancies. *Communication Quarterly, 45*, 68-80.
- Floyd, K., Boren, J. P., Hannawa, A. F., Hesse, C., McEwan, B., & Veksler, A. E. (2009). Kissing in marital and cohabiting relationships: Effects on blood lipids, stress, and relationship satisfaction. *Western Journal Of Communication, 73*, 113-133. doi:10.1080/10570310902856071
- Frey, L. R. (2009). What a difference more difference-making communication scholarship might make: Making a difference from and through communication research. *Journal Of Applied Communication Research, 37*, 205-214. doi:10.1080/00909880902792321
- Knobloch, L. K., & Solomon, D. H. (2002). Intimacy and the magnitude and experience of episodic relational uncertainty within romantic relationships. *Personal Relationships, 9*, 457-478.
- Leary, M. R., Springer, C., Negel, L., Ansell, E., & Evans, K. (1998). The causes, phenomenology, and consequences of hurt feelings. *Journal of Personality and Social Psychology, 74*, 1225-1237.
- Rubin, R. B., & Martin, M. M. (1994). Development of a measure of interpersonal communication competence. *Communication Research Reports, 11*, 33-44.
- Tom Tong, S., & Walther, J. B. (2011). Just say "no thanks": Romantic rejection in computer-mediated communication. *Journal Of Social & Personal Relationships, 28*, 488-506.
- Wilson, S. R., Roberts, F., Rack, J. J., & Delaney, J. E. (2008). Mothers' trait verbal aggressiveness as a predictor of maternal and child behavior during playtime interactions. *Human Communication Research, 34*, 392-422. doi:10.1111/j.1468-2958.2008.00326.x

Skype Spotlight Series Readings

Week 1 – No Scholar

Week 2 – No Scholar

Week 3

Mansson, D. H., & Booth-Butterfield, M. (2011). Grandparents' expressions of affection for their grandchildren: Examining grandchildren's relational attitudes and behaviors. *Southern Communication Journal*, 76, 424-442.

Week 4

Goodboy, A. K., & Bolkan, S. (2011). Attachment and the use of negative relational maintenance behaviors in romantic relationships. *Communication Research Reports*, 28, 327-336.

Week 5

Malachowski, C. C., & Booth-Butterfield, M. (2011). An Experimental Examination of the Effects of Implementation Intentions and Visualization on Dating Anxiety. Unpublished Manuscript.

Week 6

Merolla, A. J., & Zhang, S. (2011). In the wake of transgressions: Examining forgiveness communication in personal relationships. *Personal Relationships*, 18, 79-95.

Week 7

Kennedy-Lightsey, C. D., & Dillow, M. R. (2011). Initiating and avoiding communication with mothers: Young adult children's perceptions of hurtfulness and affirming styles. *Southern Communication Journal*, 76, 482-501.

Week 8 – No Class

Week 9

Sidelinger, R. J., & Booth-Butterfield, M. (2007). Mate value discrepancy as predictor of forgiveness and jealousy in romantic relationships. *Communication Quarterly*, 55, 207-223.

Week 10 – No Class

Week 11

Dillow, M. R., Afifi, W. A., & Matsunaga, M. (In Press). Perceived partner uniqueness and communicative and behavioral transgression outcome in romantic relationships. *Journal of Social and Personal Relationships*. DOI: 10.1177/0265407511420191

Week 12 – No Scholar

Week 13

Westerman, D., & Skalski, P. (2010). Computers and TelePresence: A ghost in the machine? In C. C. Bracken & P. Skalski (Eds), *Immersed in media: Telepresence in everyday life*. Mahwah, NJ: LEA.

Week 14

Horan, S. M., & Booth-Butterfield, M. (In Press). Understanding the Routine Expression of Deceptive Affection in Romantic Relationships. *Communication Quarterly*.

Week 15

Ledbetter, A. M., Mazer, J. P., DeGroot, J. M., Mao, Y., Meyer, K. R., & Swafford, B. (2011). Attitudes toward online social connection and self disclosure as predictors of Facebook communication and relational closeness. *Communication Research*, 38, 27-53.

Week 16 – No Scholar

Week 17 – No Scholar